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ABSTRACT

This document was prepared to facilitate and guide the discussions of the Regional Consultation Meeting on "Cooperation for the Renewal and Development of Education in Europe (CORDEE)," convened at UNESCO Headquarters from February 12-15, 1991. It is based on the draft proposal for a new European program in the field of education that was submitted to member states for comments and suggestions. It also takes into account the proposals submitted by European member states in relation to the preparation of the draft program and budget for 1992-93 and informal consultations on other meetings. The purpose of the regional consultation meeting was to examine these proposals and to prepare suggestions for the director general concerning the scope and further development of the CORDEE program and its links with other European programs and institutions. Needs and perspectives of cooperation for the renewal and development of education in Europe are discussed. The paper focuses on three priority areas of proposed cooperative activities for 1991-93. The first, education for all, meeting basic learning needs, consists of three specific areas of consideration: adult literacy in industrialized countries; renewal and development of primary education; and promotion of alternative approaches to primary education. The second priority, renewal and development of educational content for the 21st century, addresses: renewal of educational content and curricula; enhancing humanistic, cultural, and international dimensions; promoting education for international understanding and the role of civic education; the ecological dimension; preventive education; and science, technology and employment dimensions. The third priority, strengthening capacities for the renewal and development of education, consists of: policy analysis, planning, and evaluation; educational research and development; teacher training; new technologies; and educational documentation and information. (DK)

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UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

REGIONAL CONSULTATION MEETING ON COOPERATION FOR THE RENEWAL AND DEVELOPMENT OF EDUCATION IN EUROPE

UNESCO Headquarters, Paris, 12-15 February 1991

WORKING DOCUMENT

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CONTENTS

INTRODUCTION

COOPERATION FOR THE RENEWAL AND DEVELOPMENT OF EDUCATION IN EUROPE - NEEDS AND PERSPECTIVES

PROPOSED COOPERATIVE ACTIVITIES FOR 1991-1993

Priority Area I: Education for all - meeting basic learning needs

Priority Area II: Renewal and development of educational content for the 21st century

Priority Area III: Strengthening capacities for the renewal and development of education

Activities related to higher education

ORGANIZATIONAL ASPECTS OF A EUROPEAN COOPERATION PROGRAMME FOR THE RENEWAL AND DEVELOPMENT OF EDUCATION

Annexes

1. Resolution 1.27 adopted by the General Conference at its 25th Session
2. Cooperation for the Renewal and Development of Education in Europe (CORDEE): explanatory comments

INTRODUCTION

This document has been prepared to facilitate and guide the discussions of the Regional Consultation Meeting on "Cooperation for the Renewal and Development of Education in Europe (CORDEE)", convened at UNESCO Headquarters from 12-15 February 1991. It is based on the draft proposal for a new European programme in the field of education (document ED-90/WS/38 of 15 September 1990) which was submitted to Member States for comments and suggestions. It also takes into account the proposals submitted by European Member States in relation to the preparation of the Draft Programme and Budget for 1992-93 as well as informal consultations on the occasion, for instance, of the 42nd Session of the International conference on Education (Geneva, September 1990), the European Meeting of Secretaries General of National Commissions for UNESCO (Çesme, Turkey, September 1990) and the 6th European Conference of Directors of Educational Research Institutions (Bled/Yugoslavia, October 1990). The purpose of the Regional Consultation Meeting is to examine these proposals and to prepare for the attention of the Director General suggestions concerning the scope and further development of the CORDEE programme and its linkages with other European programmes and institutions. The meeting is also invited to recommend appropriate objectives and priority areas for the new programme and an initial workplan for 1991-1993.

The General Conference of UNESCO, at its 25th Session (17 October - 16 November 1989) invited the Director General to consider, interalia, the possibility of a European programme of cooperation in education (Resolution 1.27 of Annex 1). Similar recommendations had been made earlier by different meetings organized under the auspices of UNESCO. In 1987 the meeting of European National Commissions on "Cooperation in Research and Development of Education in Europe" (Schloss Ottenstein, Austria) felt it "desirable to develop gradually a programme of cooperation in educational research and development" (Final Report). The Fourth Conference of Ministers of Education of Member States of the Europe Region (MINEDEUROPE IV, Paris 21-27 September 1988) endorsed this proposal and recommended that the Director General "study the possibility of presenting the relevant activities in the Organization's Programme and Budget in the form of a regional education programme aimed at giving more visibility to these activities" (Recommendation 7.c). The 10th Regional Conference of European National Commissions for UNESCO (Berlin, April 1990) also recommended a number of topics and actions in the field of education to be included in a cooperation scheme under the auspices of UNESCO.

These recommendations, although adopted before the dramatic events at the end of 1989, reflect the new spirit of cooperation which emerged in Europe during the second half of the eighties and are inspired by the idea of constructing a "common European home". However, they do not take account of the new realities appearing in this region after the changes of 1989/90, nor of the manifold initiatives since undertaken by the European countries. It might, therefore be advisable to reconsider them in the light of the dynamic developments European education is facing today. This Regional Consultation meeting on "Cooperation for the Renewal and Development of Education in Europe" being held just weeks after the European Conference on Security and Cooperation in Europe, provides an opportunity to review the most urgent needs and priorities in the field of education and to orient UNESCO's action to respond to these concerns.

When discussing the scope and objectives of the proposed CORDEE programme, participants may wish to take into account the past achievements of UNESCO in the European

region. Promoting European cooperation in the field of education has from the outset been a UNESCO priority. Founded to overcome the disastrous consequences of the Second World War UNESCO has, through numerous programmes and actions, contributed to bridging the ideological gap and to maintaining links between educational, scientific and cultural institutions. For more than forty years the only intergovernmental organization in the field of education with Member States from both Western and Eastern Europe, UNESCO has developed a wide ranging regional cooperation infrastructure which today comprises a Regional Centre for Higher Education (CEPES, Bucharest), three specialized institutes for educational research and training (IBE, Geneva; IIEP, Paris; UIE, Hamburg), five liaison offices (Geneva, Moscow, New York, Quebec, Vienna), a network of UNESCO National Commissions, most having active sub-committees on education, the network of Associated Schools comprising 900 schools in 31 European countries, the subregional network for educational innovation in South and South East Europe (CODIESEE), European branches of specialized networks such as INED, INISTE, consultative relations with NGOs and, last but not least, the Education Sector at UNESCO Headquarters in Paris with its manifold institutional and professional contacts. Special relations exist with other intergovernmental agencies working in education, in particular OECD, the Council of Europe, the Commission of the European Communities and the Nordic Council. This infrastructure, built up with the help of European Member States, is at their disposal to develop new activities benefitting European education systems. As stated in the draft proposal it is not intended to create new structures for the CORDEE programme, but rather to make better use of the existing infrastructure and to strengthen national institutions by associating them with regional and subregional projects of mutual interest and concern.

It must, however, be borne in mind that cooperation within the framework of UNESCO is governed by a number of institutional factors which will have to be respected when designing the new programme:

(i) UNESCO is a specialized agency of the United Nations' family and operates within the framework of broad UN strategies. European offices or branches of other UN agencies will therefore have to be closely associated with the programme, in particular UNDP, UNICEF and the World Bank. Major undertakings of the United Nations such as International Literacy Year or the Framework of Action adopted by the World Conference on Education for All (Jomtien, March 1990) or the World Decade for Cultural Development will have to be used as a frame of reference for the selection of programme activities and the allocation of funds.

(ii) UNESCO is an international organization. Its policies and programmes are global in scope comprising international and inter-regional activities as well as some intended for specific regions or groups of countries. As an integral part of an international strategy UNESCO's action in the European region includes provision for inter-regional dialogue and exchange of experience. The proposed cooperation programme will from the outset be interlinked with corresponding UNESCO programmes in other regions, in particular the regional innovation programmes (APEID, CARNEID, EIPDAS, NEIDA) and the Major Project in the field of education in Latin America and the Caribbean (PROMEDLAC). UNESCO's action in the European region will also help to improve UNESCO's action at the global level.

(iii) UNESCO is an intergovernmental organization, but non governmental organizations and the intellectual community are closely associated with its programme. For this reason, UNESCO National Commissions and NGOs will play a key role in its further development.

(iv) UNESCO's definition of the Europe region is broader than that of other agencies, including Canada, USA and Israel and broadly coincides with the group of countries

participating in the Conference on Security and Cooperation in Europe (CSCE). In other contexts, the terms First and Second World are used for this group of countries in order to distinguish it from the developing world, the so-called "Third World". This broad concept of the European region stipulates the selection of programme activities having an international and inter-regional outreach.

(v) Finally, it has to be borne in mind that UNESCO is working not only in the field of education, but also in science, culture and communication. The new CORDEE programme will therefore have an interdisciplinary component and be closely interlinked with programme activities carried out by other Programme Sectors. Needless to say, priority areas and activities of the programme must also fall in line with the overall priorities decided upon by the General Conference for both the biennial and the medium term programmes of the Organization.

Before entering into the more substantive discussion of educational needs and priorities in the Europe region, and prospects for future cooperation, participants may wish to know which major arguments were put forward by Member States in reply to the first proposal. It should be recalled that the draft proposal was prepared as a first outline for consultation purposes and is subject to revision and further elaboration. As stated in the document, the preparation of a new regional programme is in itself a major cooperative effort requiring concertation and participation of all concerned. It is evident that a programme of this kind cannot be prepared by the Secretariat alone, nor can it be developed with precipitation.

By 20 January 1991 the Secretariat had received replies from 20 European Member States. Almost all replies received welcome the initiative undertaken by the Secretariat and in general support the idea of preparing a new European cooperation programme under the auspices of UNESCO, except two. France felt that the reasons given for the programme and the comparison with other regions were not pertinent enough to justify a new programme. Switzerland stated that they do not agree with the general outline of the programme and indicate certain conditions a European programme has to fulfil. The majority of countries, however, felt that the draft provides a good base for further discussion.

Different comments were made as to the scope and priorities of the programme . While the majority felt that the three programmes of Major Programme Area I, in particular the follow-up of International Literacy Year and the World Conference on Education for All constitute an acceptable framework for CORDEE, at least during the initial period, others felt that the proposal was too traditional and not sufficiently innovative to meet the challenges of European education systems. They felt in particular that the programme should be centred around a few pertinent and more visible activities which emphasize UNESCO's intellectual role and leadership. CORDEE should lead to a new quality in European cooperation. Others felt that the priority areas should be derived from the most urgent needs of Central and Eastern European countries to help modernize the education systems in this subregion. A few considered that the activities should help to reinforce existing programmes rather than tackle new topics.

A recurrent argument was that the new programme should in no way be planned to the detriment of programmes for developing countries. This concludes that the overall amount allocated for the programme from the Regular Budget has to be modest and significantly smaller than for other programmes and should therefore be mainly funded from extrabudgetary sources. Italy, however, mentioned that the programme needs a minimum of permanent funding to avoid becoming dependent on voluntary contributions only.

Although not explicitly stated, general opinion seems to be that UNESCO should no longer operate alone but that efforts should be undertaken to link UNESCO's action more

closely with that of other organizations, both intergovernmental and non-governmental. Hungary felt that information on various organizations' activities should become part of the programme. France suggested that before starting the new programme a report should be prepared on action undertaken by other European agencies.

A number of replies raised the question of the inclusion or not of higher education, which point will be discussed later in this document.

As a general conclusion, it may be summarized that the proposal to develop a regional cooperation programme for the Renewal and Development of Education in Europe under the auspices of UNESCO was received favourably. Objectives, priority areas and modalities of action, however, need to be further elaborated and as the Regional Consultation Meeting is an important step in the consultation process, it is hoped that its conclusions and recommendations will provide guidance and orientation.

To facilitate the debate, it is suggested that the first discussion unit be devoted to an analysis of needs and prospects for educational cooperation in Europe (agenda item 4). The second discussion unit will review proposals for cooperative activities to be carried out from 1991-1993. Only after a discussion of possible programme actions would it seem advisable to examine more technical questions - how the programme should be organized and monitored. The following sections of this document correspond to the agenda items proposed for the meeting and to the questions to be discussed under them.

COOPERATION FOR THE RENEWAL AND DEVELOPMENT OF EDUCATION IN EUROPE - NEEDS AND PERSPECTIVES

The most significant and most recent statement on educational policy orientations for the 1990s is certainly the communiqué adopted by the Ministers of Education of OECD countries at their meeting in Paris, 13-14 November 1990. Under the title "High Quality Education and Training For All" the Ministers list a number of tasks and priorities for OECD countries which, to a very large extent, are convergent with UNESCO's own objectives and which are even formulated in very similar language and terminology. The priority objective "Education for All", which in the context of the Jomtien Conference was limited to the promotion of basic education, is extended to all levels of education and training. "Education for All" is considered within the perspective of lifelong learning which has been discussed and promoted by UNESCO for the last twenty years (cf. UNESCO's report 'Learning to be'). Ministers recognized that "in the decade ahead OECD countries will be confronted with new economic, social and cultural challenges in which knowledge, skills, values, attitudes and exchange will play a central part. The potential contribution of education and training is thus of critical importance; realizing it depends on improving the quality, structure and flexibility of provisions so that it can contribute to change as well as adequately respond to external pressures" (Communiqué, para. 5).

In their debate on "Cooperation for the renewal and development of education in Europe" (agenda item 4), participants may wish to use the full text of the communiqué as a background document. For the purposes of this working paper, it might be sufficient to briefly enumerate the aims and policy orientations which the Ministers identified as common across the OECD area (Communiqué, para 10):

(i) A high quality start to lifelong learning - the crucial role of initial education and training;

(ii) Quality and access in a lifelong perspective;

(iii) Education 'for all' implies priority for the educationally under-served;

(iv) Overcoming illiteracy

(v) The need for coherence and focus to avoid curriculum overload;

(vi) Improving the quality and attractiveness of teaching in education and training;

(vii) Information and data - preconditions for sound decision making;

(viii) Evaluation and assessment - identifying progress and diagnosing problems;

(ix) Research and Innovation need further development;

(x) Enhancing the international dimension of education and training policies;

(xi) Financing high quality education and training for all.

Under the heading "Towards learning societies" the Ministers conclude: "Building on the progress already made, the 1990s should be a decade of continuing reappraisal, modernization and reform, recognizing the scale to which the provision of education and training has grown and the new responsibilities with which they are charged. The challenges of the 21st century will not be met in a spirit of "more of the same"" (Communiqué, para 11)..

In general terms, although not all European countries are members of OECD, these policy guidelines may be considered as valid for the whole Europe region. However, special needs and priorities exist in Central and Eastern Europe, due to the far reaching and on-going economic, political and socio-cultural changes in this subregion. To present there has been no policy statement available comparable to that of OECD countries. During the past few months the UNESCO Secretariat has on several occasions met with representatives from Central and Eastern European countries, and it also disposes of national reports submitted by Member States to the International Bureau of Education on the occasion of the 42nd Session of the International Conference on Education. Although in a very preliminary way (a full analysis of trends and needs has still to be made and might be included in the programme as a special activity) the needs of this group of countries might be summarized as follows:

(i) Parallel to the economic and political changes and reforms, most of the countries concerned are preparing educational reforms which include a fundamental rethinking of the aims, contents and structures of the system in place. In this process basic questions such as how to introduce private schools, how to negotiate educational policy matters with different social partners (political parties, unions, industry, etc.) or how to build up new forms of parent and community involvement in education, are being discussed. Although independent in their decisions, governments and other educational institutions express the need to discuss policy issues within the framework of international institutions and seek advice on specific questions. As there is a general commitment to integrate educational reforms into a European, and even an international context, there is an urgent need for consultation, joint analysis and exchange of experience in the field of educational policy and reform, including consultation on multilateral assistance programmes.

(ii) All countries of the subregion are involved in a far-reaching renewal of curricula, teaching materials and teaching methods, in particular in languages, civics, human and social sciences. This is true for both formal and non-formal education for young people and adults. The new curricula are expected to have a European and even international dimension to help prepare the country for the twenty first century. Consultation, technical assistance and training are needed in order to support the reform process.

(iii) Serious managerial problems exist due to the fact that the role of institutions is being redefined, mostly by giving them greater autonomy - and the corresponding staff is being replaced. Modernization and improvement of educational management, both at the macro and the micro levels is urgently needed as is assistance in the field of data collection and statistics.

(iv) As stated in the OECD document improving the quality of teaching, in particular through the training and retraining of the relevant educational personnel, is one of the most important tasks for the next decades. This includes not only the training and retraining of teachers, but also of teacher trainers, school headmasters and advisers, and the development of pertinent training policies.

(v) The renewal of institutions undertaking educational research and evaluation, strengthening the capacity of innovation and development all require training, exchange of information and the affiliation of research institutions with the relevant networks and non-governmental organizations in Europe.

(vi) New social problems such as youth unemployment, migration, poverty, drugs or violence, demand new educational responses as do the new cultural attitudes and values of young people. Integration of these problems into the curriculum and special measures are both to be envisaged.

(vii) Specific topics such as cultural identity and the autonomy of particular groups and minorities are sensitive issues requiring special attention. Dialogue on multi-cultural and multi-lingual education and the development of relevant policies and strategies are needed as well as pilot projects promoting international understanding among nationalities and minority groups. International organizations could be of help in facilitating dialogue and setting up such pilot programmes.

(viii) Finally, global concerns and issues, such as the movement for literacy and education for all, the protection of the environment (N.B.. Chernobyl), safeguarding the cultural and natural heritage, protecting human rights and peace, population growth, poverty and the movement for sustainable development and, last but not least, the promotion of the status of women all have repercussions on educational policies and reforms and will have to be borne in mind when designing a programme for the renewal and development of education in Europe.

In their debate on needs and prospects for European cooperation in the field of education, participants are invited to comment on the specific contribution they expect of UNESCO in this context. Since 1989, numerous initiatives have been undertaken by intergovernmental and non-governmental international organizations, and by Member States to increase European cooperation and to respond to the needs expressed by Central and Eastern European countries. Agenda item 4 provides an opportunity to exchange information on these initiatives. The Council of Europe, for instance, is opening up to countries from Central and Eastern Europe; The European Community established a European Bank for Reconstruction and Development (BERD) and launched a European Training Foundation. TEMPUS (Trans-

European Mobility Programme for University Students) and PHARE (Poland and Hungary Assistance for Economic Restructuring Programme) are showing their first results. Other programmes and centres such as COMMETT (European programme for cooperation between university and industry in training for technology) and CEDEFOP (European Centre for the Development of Vocational Training) are opening up to non-members of the European Community. OECD is launching a programme for economies in transition and has developed contacts with Central and Eastern European countries. UNDP, the World Bank and UNICEF have also developed specific strategies for Eastern Europe. UNESCO's contribution to the renewal and development of education will be complementary to these initiatives and have its own specificity. A multilateral organization, with a broad definition of the Europe region, UNESCO will not develop a special programme for Central and Eastern Europe, but rather a regional European cooperation programme within which attention is given to specific sub-regional needs and priorities. Activities assisting Southern, Central and Eastern Europe will be integrated into the programme as a special focus, but will not be spelled out explicitly. The programme is directed to the region as a whole and is open to all countries of the region, Member States and Non-Member States alike.

The overall objective of the programme is not to provide financial assistance to European countries. On the contrary, except for a small contribution from UNESCO, the programme needs to be supported by all interested parties. It provides a framework for intellectual and technical cooperation in the Europe region and aims at stimulating reflection and, to a certain extent, organizing cooperative activities within the priority areas of UNESCO's education programmes.

Aimed at overcoming the past division of Europe and at promoting new partnerships it is hoped that the programme could become a framework for consultation among Member States and intergovernmental organizations on educational needs and priorities. It is also expected that the programme will help render UNESCO's action more coherent, relevant and accessible to other regions. Inter-regional dialogue is an inbuilt component of the programme.

UNESCO's action in the Europe region is conceptionally different from programmes conducted by organizations with a limited membership and limited programmatic focus. UNESCO's programme is universal in scope applying global priorities and strategies to regions and sub-regions and vice-versa: action at the sub-regional and regional levels helps to identify and develop global strategies and priorities. For this reason, the proposed programme is not eurocentric. On the contrary, it may help Europe to avoid euro-centrism and to integrate its educational policies into global strategies for development. For this reason, it is important to relate programme activities with international events such as International Literacy Year or the International Conferences on Education.

Finally, UNESCO is traditionally linked with topics such as literacy and adult education, educational planning and research, higher education, teacher education, education for international understanding and human rights, cultural and environmental dimensions of education. It seems logical that the new programme build upon past experiences, combining continuity and innovation. In other fields, where restriction of funds and human resources prevent UNESCO from developing activities, the objective of the programme might be limited to associating UNESCO with programmes of other organizations, ensuring mutual information and reinforcement.

At the end of its deliberations the meeting is expected to recommend to the Director General possible objectives of the new cooperation programme. In the light of the above the participants may wish to consider the following proposal:

"The programme should have the following objectives:

(i) Contribute to the renewal and development of education in Europe by stimulating reflection and supporting regional and subregional programme activities within the priority areas laid down by the General Conference.

(ii) Provide technical assistance to interested Member States in Southern, Central and Eastern Europe in the preparation, implementation and evaluation of educational development projects.

(iii) Develop a regional mechanism for consultation and concerted action in the field of education with a view to harmonizing UNESCO's European programme actions with those of other inter-governmental organizations and thus increasing coherence and impact.

(iv) Promote inter-regional dialogue and cooperation by interlinking European programme actions with comparable actions in other world regions."

PROPOSED COOPERATIVE ACTIVITIES FOR 1991-1993

A cooperative programme needs to be centred around some leading aims and priority areas within which programme actions and activities can be organized. To fall in line with UNESCO's Medium Term Plan for 1990-1995, it is proposed that three priority areas be selected which correspond to the three programmes of Major Programme Area I 'Education and the Future". Their titles do not exactly follow the formulation of the Medium Term Plan, which seem to be too general, and have been modified in order to take account of the newly emerging needs and priorities in the Europe region. For the first priority area, it is suggested that the title of the Jomtien Conference be retained as it is sufficiently broad to cover both formal and non-formal education. The second priority area could be focussed on the renewal and development of educational content for the 21st century, which is more specific than "Education for the 21st century" used in the Medium Term Plan. The third priority area, "Strengthening capacities for educational renewal and development", is pays special attention to the needs expressed by Southern, Central and Eastern European countries

The information given in the following sections reflects the present status of programme preparation. Participants may wish to comment on the proposals, add information or offer cooperation. The proposals may be modified, analysed or rejected. Participants may also wish to indicate the degree of priority they attribute to the individual programme actions and may even propose new activities. Participants are finally invited to draw their conclusions and recommend a workplan for 1991-1993 to the Director General.

Priority area I: Education for all - meeting basic learning needs

The World Conference on Education for All (Jomtien, March 1990), the 42nd Session of the International Conference on Education on the Struggle against Illiteracy (Geneva, September 1990), the 6th European Conference of Directors of Educational Research Institutions on "Literacy and Basic Education in Europe on the Eve of the 21st Century

(Bled/Yugoslavia, October 1990) and the numerous actions undertaken during International Literacy Year (ILY) proved that problems in the field of literacy and basic education are not limited to developing countries, but although of different nature exist equally in Europe and other industrialized countries. As General Conference recommendations give absolute priority to literacy and basic education, it is suggested that the first priority area of the CORDEE programme be devoted to this topic and be conceived as regional follow-up action to the Jomtien Conference and to ILY. The following programme actions are proposed for 1991-1993:

1. Adult literacy in industrialized countries

This programme action focuses on the male and female adult learner who does not master basic reading and writing skills, and who suffers from the difficulties this implies in an industrialized society.

(i) The first action line within this programme aims at maintaining the dynamism of the movement in favour of adult literacy generated during International Literacy Year. The Secretariat will evaluate the results obtained in 1990 and continue to encourage National Literacy Committees, NGOs and related programmes in their activities;

(ii) The objective of the second action line is to develop research in adult illiteracy in the Europe region. Following the recommendations of the 42nd Session of the ICE (recommendation n°. 36) a research programme has been initiated by the UNESCO Institute for Education (UIE) in Hamburg in cooperation with OECD and the Commission of the European Communities. A first research workshop on functional literacy in Eastern and Western Europe was held in Hamburg from 20-23 November 1990. National research projects on the extent and nature of adult illiteracy are being identified (in Germany, Poland, USSR, Czechoslovakia, Hungary, Romania, Switzerland, Sweden, the Netherlands), and arrangements have been made for two seminars in Scandinavia and Hamburg. As a final output, a report on adult literacy in the Europe region is envisaged.

(iii) In support of its research programme UIE will consolidate its information network on literacy in industrialized countries which today serves 650 institutions/networks/individuals from 31 countries. This network is now being extended to developing countries. A first European trend report and a bibliography have been prepared during ILY.

Units responsible: Division for Basic Education
UNESCO Institute for Education

2. Renewal and development of primary education

The second programme action within the first priority area builds upon the experiences of the Council of Europe (Project 8 - Innovations in primary education), and UNESCO/CODIESEE (Workshops in primary education in Southern and South-Eastern Europe) and will use the results of the international symposium on "Strategies to promote educational success" (to be held in Sintra/Portugal in May 1991). It is first and foremost addressed to countries preparing reforms or innovation projects in the field of primary and basic education. As preparations are still in an early stage, participants are invited to indicate their interest in or possibility of contributing to one of the following action lines:

(i) Core curricula in primary education; perspectives and implications; preparation of one or two subregional workshops in 1992/93 organized in cooperation with the recently established Consortium for the Development and Research on Education in Europe (CIDREE) and the CODIESEE network.

(ii) Prepare national pilot projects for the training and retraining of primary school headmasters, adapting an international guide prepared by UNESCO and other training materials to national conditions; organization of a subregional workshop in 1992.

Units responsible: Division for Basic Education
Regional Education Adviser for Europe

3. Promotion of alternative approaches to primary education

The educational needs of special groups such as children of mobile populations, children in poor neighbourhoods and remote villages or children in asylums or hospitals might be promoted through a separate programme action, which would be implemented in relation with the Intersectoral and Inter-agency Project "The young child and the family environment and would benefit from UNESCO's long-standing cooperation with UNICEF and relevant NGOs. The objective of such an action would be to promote the development of alternative approaches to primary education and to participate in the preparation of operational projects to be financed from extrabudgetary sources. Recently, a project proposal concerning the training of educational personnel in Romanian children's asylums was submitted to UNICEF for funding. Similarly, special educational measures for children suffering from irradiation were included in the intersectorial Chernobyl project, which was recently submitted to Member States for funding and concerted action. Participants are invited to express their views on this possible programme action, which is inspired by the United Nations Convention on the Rights of the Child. So far, only minor funds from the regular budget are foreseen for this purpose. In close cooperation with UNICEF it might, however, be possible to mobilize voluntary contributions.

Unit responsible: Division for Basic Education

As to the whole of priority area I, participants are requested to indicate the level of priority they wish to recommend for the topic "Education for all - meeting basic learning needs" within the framework of the CORDEE programme. They may also wish to indicate whether further activities should be initiated both at the national and regional levels in order to promote European follow-up action to the World Conference on Education for All and International Literacy Year.

Priority Area II: Renewal and development of educational content for the 21st century

All countries of the European region are confronted with the problem of curriculum overload and the question of how to renew and develop educational content faced with the needs and requirements of modern societies. OECD is working in this field, and the Council of Europe is preparing a ministerial conference on "The European dimension in education - teaching and curriculum content", to be held in Vienna in October 1991. Within UNESCO recommendations were adopted stipulating the development of a new educational philosophy.

Countries in Central and Eastern Europe consider curriculum reform a major component in the reform of their overall education systems.

UNESCO, through the CORDEE programme, can make a significant intellectual and operational contribution to the renewal and development of educational content with a view to the 21st century, by associating curriculum specialists, Associated Schools and other partners in the debate on the content of education and by promoting fundamental dimensions of education which are increasingly recognized as relevant for life in modern society.

1. Renewal of educational content and curricula

The first programme action aims at stimulating reflection and debate on the renewal of educational content and curriculum reform in Europe with a view to contributing to the 44th Session of the International Conference on Education in 1994 which will be devoted to the theme "Educational Reforms - Appraisal and Perspectives".

(i) A first action line provides a framework for UNESCO's participation in meetings and projects organized by Member States, NGOs and other intergovernmental organizations and for collecting updated knowledge on curriculum issues; on the basis of case studies in a few countries a regional workshop on balance and integration of educational contents to be organized in cooperation with a curriculum development centre is proposed for 1992. This workshop might lead to a number of pilot projects promoting innovations concerning the integration of interdisciplinary contents such as cultural and ethical values, human rights and democracy, peace, environment, technology and the prevention of societal problems.

(ii) A second action line is more specifically aimed at assisting Central and Eastern European countries in the development of new curricula. A major subregional conference on curriculum reform might be envisaged for the biennium 1992-93 in cooperation with OECD, the Council of Europe, CODIESEE and related NGOs. The objective of this Conference would be to take stock of the present status of curriculum development in Central and Eastern Europe. As a follow-up interested countries may wish to associate resource persons from other European countries with the development of new curricula, in particular at the secondary level.

Units responsible: Division for Educational Development
Regional Education Adviser for Europe

2. Enhancing the humanistic, cultural and international dimension of education

The second and subsequent programme actions within this priority area are aimed at promoting a number of interdisciplinary dimensions which have to be taken into account when designing educational content for the 21st century. The humanistic, cultural and international aspects are increasingly retaining the attention of specialists and policy makers and have been recommended for priority action on several occasions (MINEDEUROPE IV, National Commissions for UNESCO). Two specific action lines are suggested for 1991-1993 focussing on values in education on the one hand, and on teaching of languages on the other, in order to promote a culture of peace, tolerance and democracy.

(i) In September 1990 the outline of a major cooperative project was proposed to European National Commissions for UNESCO aimed at launching study groups and action

research projects to develop strategies for the promotion of an integral concept of humanistic, ethical and cultural values through education. An interdisciplinary expert meeting will be held in Budapest in October 1991 in cooperation with NGOs. The meeting will be devoted to issues and research related to values in education with a view to designing strategies and experimental activities for the next biennium. 1992-1993 will be devoted to the execution of experimental projects in interested Member States and a second regional workshop might be organized to monitor the results. The project will from the outset go beyond the European context and involve representatives from non-European cultures.

(ii) The second action line will be devoted to the specific question of foreign language teaching in the development of humanistic, cultural and international values. The project LINGUAPAX will be continued and a regional workshop for teachers organized in 1992. The ongoing cooperative study on language teaching and cultural stereotypes will be concluded. Cooperation with NGOs will be continued and contacts will be made with the recently established LINGUA offices in Brussels.

Both action lines are conceived to contribute not only to the 43rd Session of the International Conference on Education (1992), but also to be the wider goals of the World Decade of Cultural Development.

Units responsible: Division for Educational Development
National Commissions for UNESCO

3. Promoting education for international understanding and the role of civic education

A particular role in this priority area should be given to the 900 schools and teacher training institutions in 30 different countries associated with UNESCO in the Associated Schools Project (ASP). These schools have acquired tremendous experience in conducting interdisciplinary teaching projects and in developing teaching materials for international education. More important, ASP disposes of hundreds of well trained and highly motivated teachers and teacher trainers willing to offer their experience and cooperation to the renewal and development of education in Europe. These human resources are available not only to promote education for international understanding, human rights and democracy, but also to exchange experiences on innovative teaching methods. Three action lines are suggested:

(i) At the national and local levels strengthening ASP through teacher seminars, development of national support and coordination mechanisms and enhancing the overall multiplier effect of the ASP by involving it more systematically in the development of new curricula, materials and teacher training.

(ii) Making use of ASP for the renewal of civics and social studies; organization of subregional teacher workshops on specific topics such as "Teaching human rights and democracy", "International and multicultural education", "The teacher and the curriculum"; participation in the Council of Europe's project "The European dimension in education, teaching and curriculum content";

(iii) The third action line aims at promoting twinning arrangements and partnerships between Northern, Western, Southern and Eastern European schools and the organization of regional seminars and exchange for students from ASP schools and UNESCO clubs in order to associate young people with the renewal and development of education in Europe.

Units responsible: Division for Educational Development
National Commissions for UNESCO,
National ASP coordinators

4. The ecological dimension - key for the 21st century

As part of the international UNESCO-UNEP International Environmental Education Programme special emphasis will be given to reinforcing the ecological dimensions of the curriculum. Two action lines are proposed in this context:

(i) Cooperation with Member States, NGOs and other intergovernmental organizations in the development of national strategies and action plans for environmental education with special emphasis on teacher training; pilot projects are supported in Malta, Turkey Greece; an international seminar on environmental education will be organized in May 1991 in Malta, another seminar is planned to take place in the USSR; publication of a European teacher kit on environmental education in cooperation with the Norwegian National Commission for UNESCO; studies on certain aspects of environmental education are under preparation in Hungary and Bulgaria.

(ii) Transfer of experiences gained in the Baltic Sea Project (environmental education in countries bordering the Baltic Sea) to other interested subregions such as the Danube Basin, the Black Sea or the Mediterranean Sea; assistance in the preparation of subregional projects involving UNESCO Associated Schools and Science Education Institutions affiliated with the INISTE network. The objectives of these projects are to develop interdisciplinary teaching and learning experiences with an intercultural dimension.

Units responsible: Division of Education for the Quality of Life
Division for Educational Development

5. Preventive education - a new dimension for the 21st century

Young people and adults in Europe are confronted with a number of new societal phenomena emerging in modern societies, such as alcoholism, drug abuse, AIDS, hooliganism, violence and delinquency, traffic accidents. They are also living in a world of changing relations between sexes and generations and sometimes difficult group relations. Education has an important role to play in preparing young people and adults to live in these societies which, on the other hand, offer tremendous opportunities. Hence the importance of preventive education which adds a new dimension to the renewal and development of curricula.

The activities proposed within this programme action will benefit from cooperation with the United Nations Fund for Drug Abuse Control (UNFDAC), the United Nations Fund for Population Activities (UNFPA), WHO, the Council of Europe and the Commission of the European Community. They are centred around three lines of action:

(i) In preparation for the International Congress on Population Education (to be held in 1992) a European Consultation on Population Education will be organized at UIE in Hamburg from 9-12 April 1991 involving specialists in demography, educational and social policy and curriculum development. The meeting will prepare recommendations on how to develop educational content responding to demographic dynamism and suggest a project for cooperative action (cooperation with UNFPA and the Council of Europe).

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(ii) A recent UNESCO mission to the CEC explored possibilities of cooperative action in the field of preventive education against drug abuse. As an eventual joint project for the coming years it was proposed to develop a network of specialized institutions and individuals working in preventive education, to edit a joint newsletter and collect and disseminate information through various channels.

(iii) A similar approach is being followed in the field of AIDS prevention and health education, where UNESCO is acting jointly with WHO.

Other problems of preventive education have not so far been tackled due to lack of financial and human resources. Special efforts will be undertaken to integrate preventive education measures into curricula and teacher training programmes.

Unit responsible: Division of Education for the Quality of Life

6. Science, technology and employment dimensions in European education

Given the initiatives undertaken within the framework of OECD, the CEC and industry based programmes, it is proposed to limit this programme action to certain pertinent action lines to help advance the renewal of educational content:

(i) In the framework of the International Network for Information Science and Technology Education (INISTE) a 4th Nordic meeting on science and technology education will be organized from 5-9 August 1991 in Oslo to stimulate network activities among Nordic countries and other INISTE members; the INISTE Newsletter will be widely disseminated throughout Europe.

(ii) The second action line is designed to support a European workshop on "Technology education within general education" scheduled for 1992 in Erfurt, Germany. This meeting will, inter alia, look at some of the questions of how to adapt the concept of polytechnical education to the new economic and technological realities in Central and Eastern Europe.

(iii) The third action line concerns an initiative originally started in the framework of CODIESEE but open to other interested countries. The aim is to encourage general secondary schools to cooperate more closely with local industries and enterprises. The Studienkreis "Schule und Wirtschaft" in Rheinland-Pfalz (Germany) and the Hungarian Institute for Technical and Vocational Education are collecting relevant local experiences to be included in a workbook for school principals and teacher trainers. A subregional workshop will be organized in 1992. It is also proposed to study pedagogical experiences and models combining instruction and productive work at the lower secondary level, such as are grouped together in the European Network of productive schools.

(iv) The fourth and final action line under this programme action aims at clarifying the new tasks for technical and vocational education in relation with the changing employment patterns. In cooperation with the French National Commission, a major European Colloquium is being prepared on this topic involving ILO, OECD, the CEC and the Council of Europe. It is expected that the meeting which will be held in Poitiers from 10-15 April 1991 will result in recommendations for the further development of technical and vocational education.

Unit responsible: Division for Educational Development

The activities proposed under the second priority area show the complexity of the tasks countries face when renewing their curricula. Special efforts will be made to emphasize the interdependence of the various dimensions. Participants are invited to express their views on the priority as a whole, on the importance they attribute to the individual programme actions and to possible ways and means to implement them. They may also wish to recommend that the work carried out within their priority area be monitored and studied in depth by a group of experts and a synthetic report on the priority area prepared for the next regional consultation meeting.

Priority area III: Strengthening capacities for the renewal and development of education

The third priority area of the CORDEE programme, closely linked with the two previous ones, is conceived to respond to the special needs expressed by Southern, Central and Eastern European countries. Aimed at assisting interested governments and institutions in the process of educational renewal and development, the programme actions promote consultation, exchange of information and networking among specialized national institutions and services and offer, within the limits of existing infrastructures and resources, opportunities for the training of specialists.

1. Policy analysis, planning and evaluation

Most of the countries of the subregion are in the process of preparing new educational policies concerning the education system as a whole, or specific parts of it. Three closely interlinked action lines are being proposed to support this process, as well as two activities which could be implemented if extra budgetary funds are made available.

(i) Based on work carried out in 1989/90, a subregional research workshop on "Recent Trends in Eastern European Education" will be organized in Frankfurt/Main in cooperation with the German Institute for International Pedagogical Research from 5-6 June 1991. Following the workshop, consultations will be organized with interested research institutions to generate projects in support of educational policy analysis. A second meeting of experts might be organized in 1992-93. The overall aim of this action line is to contribute, in cooperation with relevant research institutions, to building up a body of knowledge about emerging trends in Central and Eastern Europe.

Unit responsible: Unit for Educational Policy and Management

(ii) The second action line focuses more specifically on the methodological aspect to be considered when evaluating educational systems and reforms. In cooperation with the Institute of International Education of the University of Stockholm a European network of institutions and specialists working in the field of evaluation has been developed which proposes to organize, in cooperation with interested Member States, technical meetings on specific evaluation projects. First steps have also been taken to prepare a comparative study of the education systems of the USA and the USSR.

Unit responsible: Unit for Educational Policy and Management

(iii) The third action line concerns the annual training course of the International Institute for Education Planning (IIEP) in Paris. IIEP is prepared to receive more trainees, as well as visiting fellows, than in the past from Southern, Central and Eastern European countries. Fellowships are being sought to cover the cost of living of the trainees.

Unit responsible: International Institute for Educational Planning

(iv) A fourth action line is designed to assist interested national offices of statistics to improve the collection and retrieval of statistical data on education; training and advisory services can be provided by UNESCO's Office of Statistics if extrabudgetary funding is available.

Unit responsible: Office of Statistics

(v) Similarly, the Unit for Educational Buildings could possibly assist national services for educational buildings through the organization of subregional workshops on "Adapting educational buildings in support of educational renewal and development". Again, extrabudgetary funds are needed to implement these activities. Each training seminar of two weeks duration costs approximately US$30.000, per diem of participants included.

Unit responsible: Unit for Educational Buildings

2. Educational Research and Development

A second programme action within this priority area is addressed to educational R & D Institutions in Southern, Central and Eastern Europe. In recent talks with the Council of Europe, it was agreed that ongoing cooperation in the field of educational research be intensified with a view to harmonizing, and even joining, the activities of the two Organizations. R & D Institutions are considered vital for the renewal of education and for the development of quality and professionalism in the delivery of educational programmes. The recent creation of a Consortium of Development and Research Institutions in Education in Europe (CIDREE), in December 1990 grouping together at present 13 Institutions from 7 Northern and Western European countries proves that there is a growing need for European exchange and cooperation in the field of educational research and development. This need is even more felt in Southern, Central and Eastern Europe. Assistance to national R & D institutions and to subregional mechanisms stimulating cooperation among them therefore merits high priority within the CORDEE programme.

Three action lines are being prepared for 1991-1993:

(i) The biennial series of European Conferences of Directors of Educational Research Institutions jointly organized by the Council of Europe and UNESCO, in cooperation with UIE and IBE, will be continued. The conferences are intended to become the main occasion for directors of research institutes from the whole region to consult at the regional level on research priorities and to initiate cooperative action. The 7th Conference will be held in Bratislava (Czechoslovakia) in October 1992. At the proposal of the Balkan countries, this conference will be complemented by a subregional meeting of directors of R & D institutes in Balkan countries. Further subregional meetings, for instance for Central European or Mediterranean countries, might be envisaged. In support of these conferences a directory of European R & D institutions will be prepared in cooperation with the Council of Europe.

(ii) The second action line, closely linked to the first, aims at giving the existing "Programme of Cooperation in research and development for educational innovation in South and South-East Europe (CODIESEE)" a new role and focus within the CORDEE programme. Over recent years CODIESEE has developed activities going beyond its original scope and serving a variety of target groups. The establishment of the larger CORDEE programme will allow CODIESEE to concentrate its objectives and activities so as to better serve the institutions affiliated with the network. It is suggested that CODIESEE be harmonized with the new consortium CIDREE which operates at present in Northern and Western Europe but is open to cooperation with Southern, Central and Eastern Europe. Some institutions with a more specific focus presently affiliated with CODIESEE may wish to leave the network and join specialized networks such as INED or INISTE. With renewed terms of reference (i.e. a network of R & D institutions in Southern, Central and Eastern Europe aimed at promoting exchange of information, staff development and joint cooperative activities with other European R & D institutions) CODIESEE will be in a position to make an important contribution to the renewal and development of education and might even receive extrabudgetary funding from international or regional donor agencies. For 1991 it is suggested that new terms of reference be prepared in consultation with the institutions concerned and a document prepared for submission to international and regional funding agencies. A first outline will be presented at the consultation meeting.

(iii) The third action line aims at developing further cooperation with NGOs working in the field of educational research and development and R & D institutions having a regional and international orientation; as far as possible UNESCO will participate in international meetings and research workshops linked with the priority areas of the CORDEE programme. A major event, for instance, will be the World Congress of Comparative Education to be held in Prague from 8-14 July 1992 and which will commemorate the 40th anniversary of Comenius.

Unit responsible: Regional Education Adviser for Europe
Division for Higher Education and Research
UIE, IBE, CEPES

3. Teacher training

Renewal and development of education in Europe require strong action and cooperation in the field of teacher training in order to improve the status of teachers and to adapt the professional competence of teaching staff to the demands of both the new curricula and of society as a whole. For this reason, training for teachers and other educational personnel has been included in the first two priority areas under the relevant action lines (cf. in particular the Associated Schools Project). This programme action aims specifically at stimulating cooperation in favour of governments and institutions in Southern, Central and Eastern Europe preparing reforms or innovations for the training and retraining of teachers and other educational personnel. Two action lines are being proposed:

(i) In cooperation with relevant international and regional NGOs such as WCOTP or ATEE, efforts will be made to link relevant institutions and programmes in Southern, Central and Eastern Europe with corresponding institutions in Western Europe and to encourage training institutions in Western Europe to open and adapt their programmes to the needs of Southern, Central and Eastern

Europe. Special measures could be foreseen to create a European network of institutions for the further training of teachers.

(ii) To provide technical assistance to interested countries in the formulation of new policies and programmes for the training and retraining of teachers and other educational personnel.

Unit responsible: Division for Higher Education and Research

4. New technologies in education

Renewal and development of education in Southern, Central and Eastern Europe must take into account the new role played by the media and the information and communication technologies. MINEDEUROPE IV, the International Congress on Informatics in Education (Paris, 12-21 April 1989) and the 16th Session of European Ministers of Education (Istanbul, 11-12 October 1989) emphasized the need to develop policies and experiences and recommended strengthening cooperation in this area. The CORDEE programme could contribute in a modest manner to meet the challenges faced by educational systems in this context by two action lines of specific interest to Southern, Central and Eastern European countries.

(i) From 13-17 May 1991 a European consultation meeting is planned to be held in Moscow to discuss ways and means to develop a cooperation mechanism concerning the application of new technologies in education benefitting in particular the technologically less advanced countries of the region. On the basis of this meeting, further consultations will be held with relevant intergovernmental and non-governmental organizations with a view to gradually building up such a mechanism. Cooperation will also be strengthened with existing networks such as EURYCLEE or PLUTO.

(ii) Interested Member States from Southern, Central and Eastern Europe will continue to be assisted in the development of policies concerning the application of new technologies in education and in the preparation of projects for submission to funding agencies. Consultative missions were recently sent to Malta, Turkey and Romania; and a UNDP project establishing a Research Centre for Educational Informatics is being implemented in Bulgaria. This action line includes also the promotion of distance education projects.

Unit responsible: Division of Higher Education and Research

5. Educational Documentation and Information

The final programme action in this priority area is designed to strengthen and develop educational documentation and information with special attention to Southern, Central and Eastern European countries. Four action lines are proposed for 1991-1993:

(i) The International Network for Educational Information and Documentation (INED) organized within the framework of IBE will pay particular attention to the needs of documentation and information centres in Southern, Central and Eastern Europe. The list of affiliated centres will be revised so as to allow more institutions to join the network. INED also provides training in the application of CDS/ISIS software and the IBE/Thesaurus.

Unit responsible: International Bureau of Education

(ii) The second action line aims at improving cooperation with existing information networks such as ERIC, EUDISED and EURYDICE. Efforts will be made to interlink and harmonize their operations wherever possible and to extend them to Southern, Central and Eastern Europe countries .

Units responsible: International Bureau of Education
Informatics and Documentation Services at HQ

(iii) The third action line aims at improving access to information available within the framework of UNESCO. Efforts will be made to improve the distribution of publications to information and documentation centres, ministerial and research libraries and to insert references on UNESCO publications more systematically into specialized reference documents and pedagogical journals. This action line also includes the preparation of an information document on European cooperation in the framework of CORDEE proposed by the German National Commission, as well as a feasibility study on educational information exchange offered by the Hungarian National Commission.

Units responsible: Information and Documentation Services at HQ, IBE, UIE, IIEP
Regional Education Adviser for Europe

(iv) Finally, the question has to be discussed whether or not a CORDEE newsletter should be prepared informing National Commissions, Ministries of education, research and training institutes, IGOs and NGOs, and last but not least, pedagogical journals and the media (appr. 2500 addresses spread out from Vancouver to Tbilissi) of CORDEE activities and UNESCO's education programme in general. If agreed, then special arrangements need to be made for the funding of such a newsletter (including additional personnel). At least one Associate Expert with drafting capacity in English or French and voluntary contributions of some US$30.000 (10.000 per year) would be envisaged.

Unit responsible: Regional Education Adviser for Europe

Activities related to higher education

Before ending discussion on proposed cooperative activities for 1991-1993, participants may wish to examine the question of whether or not activities related to higher education should be presented as part of the CORDEE programme. In their replies many Member States considered that higher education should be included and become an integral part of the CORDEE programme and questioned why higher education had been "excluded".

A few historical considerations may help to clarify the topic under discussion. The first two conferences of education ministers organized by UNESCO in the Europe region (MINEDEUROPE I, Vienna 1967; MINEDEUROPE II, Bucharest 1973) were devoted to higher education. As a result the European Centre for Higher Education (CEPES) was established in Bucharest in 1972. From that time onwards CEPES has acted as a mediator between Eastern and Western Europe and developed a variety of successful activities, in particular close relations with corresponding higher education programmes of OECD, the

Council of Europe and the European Community, as well as close linkage with the European Rectors Conference (CRE) and the International Association of Universities (IAU). CEPES has an 18 member Advisory Committee composed of and a network of national liaison officers.

CEPES present work is centred around the following topics:

- Secretariat of the European Convention on the Recognition of Studies, Diplomas and Degrees;
- Consultation and exchange of experiences on topical issues in higher education (meetings, studies, publications, quarterly "Higher education in Europe", networking);
- Feasibility study on the development of a University of the peoples of Europe;
- Gathering, processing and disseminating information on higher education.

In the early 70s, when CEPES was created, the political situation in Europe did not yet allow the preparation of a coherent European programme for the whole of the education system. For this reason the cooperation was limited to higher education, which from that time onwards became the first regional priority. Only from 1977 onwards, in the framework of the subregional programme CODIESEE were efforts made to develop a more systematic cooperation mechanism covering other fields than higher education. MINEDEUROPE III (Sofia June 1980) discussed for the first time topics going beyond higher education. As result CODIESEE was officially established and the programme of joint studies in education was launched by the European National Commissions in 1982. Only in the middle of the 1980s were first proposals made that a regional education programme be developed including activities in other than the higher education programme of CEPES. MINEDEUROPE IV (1988) recommended that the possibility of presenting the relevant activities in the framework of a European programme in the field of education be studied. Hence, almost 20 years after the initiative leading to the establishment of CEPES, the proposal is now being discussed of whether a second European programme covering, in the perspective of lifelong education, the fields of primary and secondary, technical and vocational, and adult education should be developed.

If the launching of the CORDEE programme is approved by the General Conference, UNESCO would therefore dispose of two mechanisms for regional cooperation:

- the European Centre for Higher Education (CEPES) which, from the point of view of institutionalization, budget provision and personnel, would remain the first priority, and
- the Programme of Cooperation for the Renewal and Development of Education in Europe (CORDEE) which will have a less institutionalized and more flexible structure, and will work in areas not covered by CEPES, it being understood that close coordination will be established between the two programmes.

As soon as the European Member States agree in principle to cooperate in the framework of CORDEE, the question could be asked whether higher education (i.e. CEPES) and the related programme activities should become an integral part of CORDEE. Many replies from Member States tended in that direction. From the conceptual point of view this is a possible option. It could, for instance, be envisaged to present CEPES and activities related to higher education as a fourth priority area of the CORDEE programme. This proposal raises, however, a number of problems which have not yet been discussed and have far-reaching consequences. Before recommending the inclusion of higher education, participants may, therefore, wish to consider the following:

(i) CEPES has always been considered the first priority in UNESCO's European education programme. Integrating it into the CORDEE programme might be interpreted by those concerned as a decrease in priority.

(ii) CORDEE is at the very beginning of its existence, while CEPES has 20 years experience. At this stage it might be unwise to integrate the well-established institutional structure of CEPES into the still developing mechanism of the CORDEE programme.

(iii) In order to competently discuss matters of cooperation in higher education, other institutions and NGOs may have to be consulted. It is very difficult to discuss higher education without the participation of universities and their representatives.

(iv) Other international organizations have also created separate mechanisms for cooperation in higher education such as the CCPU (Standing Conference on University Problems) of the Council of Europe, the "IMHE" (Institutional Management of Higher Education) Programme of OECD or ERASMUS and TEMPUS of the European Community. The same is true for other regions.

(v) CEPES is a decentralized unit benefitting from a wide autonomy, whilst CORDEE will be coordinated from Headquarters.

If participants consider that the higher education component should be included in the CORDEE programme, they may wish to recommend that the question be studied in depth and a report presented to the next consultation meeting. If they feel that the two programmes should operate separately, but with close interaction they might wish to recommend that the Director of CEPES be invited to attend the next consultation meeting and a special agenda item included for her/his report. Vice-versa, the Governing bodies of CEPES should be informed about the CORDEE initiative.

In concluding item 5 "Proposed activities for 1991-1993" participants may wish to express their overall appreciation of the activities proposed for 1991-1993. The representative of the Director General and the programme specialists concerned will be able to provide further information during the consultation. Participants are also invited to comment on the level of priority they wish to accord to each priority area. They may also wish to comment on the general direction given to the programme and the most appropriate modalities of action.

Participants are invited to recommend an outline workplan for 1991-1993 to the Director General indicating the priority areas in which programme actions should be developed, as well as the titles of the programme actions and the main thrust of the various action lines. They are also invited to recommend to the Director General whether or not activities related to higher education should be part of the programme.

ORGANIZATIONAL ASPECTS OF A EUROPEAN COOPERATION PROGRAMME FOR THE RENEWAL AND DEVELOPMENT OF EDUCATION

Having examined the proposed programme actions for 1991-1993, under agenda item 6 participants are invited to discuss the more general and organizational aspects of the proposed programme.

1. Programming and monitoring

As the programme is part of UNESCO, it is obvious that the general programme principles of UNESCO will be applied, i.e. the programme will be decided by the General Conference and executed under the overall responsibility of the Director General of UNESCO. As in other regional programmes, it is proposed that a regional consultation meeting be organized each biennium as part of UNESCO's biennial programme and budget to plan the cooperative activities for the subsequent biennium, to monitor progress made, and to address recommendations to the Director General as to content, modalities of action and general orientation of the programme. The priority areas for the first phase of the CORDEE programme should be in line with UNESCO's Medium Term Plan, i.e. they should remain valid until 1995. The next consultation meetings might be organized in 1992 and 1994 before the preparation of the Fourth Medium Term Plan. At the 1994 meeting, participants may wish to evaluate progress so far and adopt recommendations as to the continuation or the abandon of the programme.

It might be desirable to recommend that the bureau of the present consultation meeting remains active until the next consultation meeting in order to monitor the progress and prepare the next meeting. It should be mentioned that no funds have been foreseen for meetings of the bureau. The bureau might meet on the occasion of the General Conference or liaise by correspondence.

Participants in the regional consultation meeting would be one or two experts appointed by respective governments, as well as observers from intergovernmental and nongovernmental organizations. Participants may wish to advise the Director General as to which IGOs and NGOs he should invite.

Regional Conferences of Ministers of Education, Regional Conferences of European National Commissions for UNESCO and other existing mechanisms, such as the European Conferences of Directors of Educational Research Institutions, would also be regularly informed about the programme.

2. Implementation and coordination

A cooperative programme of this nature needs a clear definition of duties and responsibilities to be assumed by the different partners. It is envisaged that project coordinators be appointed for each activity carried out in the framework of the programme. These are, as a general rule, programme specialists of the UNESCO Secretariat or one of the UNESCO Institutes or Offices. It will be possible, and even desirable, that major responsibilities for the implementation of the programme be assumed by national institutions. In this case a liaison officer will be appointed in the Secretariat to follow the activity and ensure conformity with the workplan.

As part of the recent restructuration of the UNESCO Secretariat, the mandate of the Regional Education Adviser for Europe, previously limited to educational research and the subregional CODIESEE network, has been extended to cover the European region as a whole and to serve as a focal point for European cooperation within the Education Sector. His post was transferred to the Office of the Assistant Director General for Education. Among other duties the Regional Education Adviser for Europe will assume the duties of the Secretary of the Regional Consultation Meeting and be responsible for overall coordination of the programme. He will also ensure liaison with CEPES, other Programme Sectors and relevant intersectorial committees and projects, and with other international organizations.

3. Interagency cooperation

Interagency cooperation is one of the major characteristics and objectives of the programme, and concerns European branches and offices of relevant UN agencies, as well as cooperation with other European intergovernmental organizations and institutions. In the framework of cooperation established with the UNDP, UNICEF, and the World Bank in the preparation and follow-up of the World Conference on Education for All, discussions will be initiated to study the possibility of developing projects in Southern, Central and Eastern Europe. Links with other UN funding agencies, such as UNFDAC or UNFPA, will be established within the relevant programme actions.

Cooperation with OECD, the Council of Europe, the Commission of the European Community and the Nordic Council of Ministers have been intensified in the recent past. The Assistant Director General for Education participated in the recent OECD Conference of Ministers of Education. OECD specialists participated in several projects, such as the recent meeting on functional literacy in Hamburg, or an expert meeting on educational statistics and indicators prepared in relation with UNESCO's World Education Report. As far as cooperation with the Council of Europe is concerned, the Director General and the Secretary General of the Council of Europe met in December 1990 to discuss closer cooperation. Intersecretariat meetings are foreseen in 1991 to elaborate joint projects. The Education Sector participates regularly in the work of the Education Committee of the CDCC and is contributing to the preparation of the 17th Session of the Standing Conference of European Ministers of Education, to be held in Vienna in October 1991. Talks with the Commission of European Communities have so far concerned cooperation in the field of literacy and basic education, preventive education against drug abuse and environmental education. A visit of the Assistant Director General for Education to Brussels is scheduled for in March 1991.

It is obvious that UNESCO's position would be strengthened if, instead of disparate regional programme activities, a coherent programme, elaborated in cooperation with European Member States could be presented to partner-organizations.

4. Coordination at country level

To be fully operational and effective, mechanisms promoting and coordinating the programme actions at the country level must be developed, possibly in the form of CORDEE committees, with the assistance of Ministers of Education, National Commissions for UNESCO and the competent national institutions, taking into account the experience of existing mechanisms coordinating UNESCO's educational activities in the given country. Their major task would be to coordinate the contribution of their respective country to the programme and to ensure that individual activities have a multiplier effect. The effectiveness of the programme in a given country will be increased if activities are conceived as having a cumulative effect and if they are extended through appropriate follow-up at the national level. Existing mechanisms such as Education Committees of National Commissions, Literacy Committees, CODIESEE or ASP Coordinators, INISTE and INED focal points and the relevant ministerial departments should form part of these mechanisms. The national CORDEE mechanism would also ensure national level liaison with the programmes of other organizations such as EURYDICE focal points, etc.

5. Funding

As previously mentioned, the purpose of the programme is not to provide financial assistance to European Member States. The funding of the programme is, therefore, based on the principle of cost-sharing and pooling of resources.

So far as UNESCO's programme and budget is concerned, two sources of funding can be taken into consideration: the Regular Budget for activities included in the C/5 document (roughly US$500.000 per biennium excluding CEPES) and the Participation Programme. These funds must be supplemented by direct and indirect voluntary contributions which may take the form of:

- bearing national programme costs (pilot projects, research, publications, etc.)
- bearing travel costs of participants in regional and subregional meetings;
- hosting regional meetings;
- making voluntary contributions in cash or kind (service, equipment, etc.);
- placing Associate Experts, consultants or other personnel at the disposal of the programme

For some projects, funding sources could be foundations or other funding agencies, whilst for others, cost-sharing models will have to be developed. Fund raising to obtain the financial resources necessary for a programme of high quality and visibility would become one of the major tasks of the regional and national focal points.

It is obvious that, as quality depends to a certain extent on funding, voluntary contributions will be necessary to increase the effectiveness of CORDEE. Publication of a newsletter, for instance, will not be possible without an editor and funds for production and dissemination. The Associated Schools Project requires the continued services of an Associate Expert, the research project on adult literacy the services of a researcher at the UNESCO Institute for Education. So far, European Member States have been generous to the organization. It is hoped that the new CORDEE programme will benefit from the same generosity. Participants may wish to recommend that the Director General opens a special account for CORDEE and addresses requests for voluntary contributions and project funding to European Member States, foundations and international donor agencies.

6. A name

Finally participants are invited to discuss the name of the programme. It is suggested that the programme be entitled CORDEE standing for "Cooperation for the Renewal and Development of Education in Europe" Annex 2 explains the selection of this acronym and the meaning attached to the different letters.

7. Next Steps

The recommendations of the meeting will be carefully studied by the Secretariat and immediately submitted to the Director General. A reference to the CORDEE programme is foreseen for inclusion in the workplan of the draft programme and budget under programme I.3 "Promoting and Supporting Educational Development", together with the other regional and subregional innovation programmes, APEID (Asian Programme of Educational Innovation for Development), NEIDA (Network of Educational Innovation for Development in Africa), CARNEID (Network of Educational Innovation for Development in the Caribbean), EIPDAS (Educational Innovation for Development in the Arab States.)

Programme actions will be integrated into the relevant sections of the draft Programme and Budget, at times making specific reference to CORDEE, at others referring simply to regional action in the five UNESCO regions.

If this proposition is acceptable, then a specific report or a draft resolution to the General Conference need not be presented. It would suffice that participants support the inclusion of the programme when commenting on Major Programme Area I during the

forthcoming session of the General Conference. Participants may wish to state whether this procedure seems acceptable, or whether they feel that a report should be prepared for the General Conference, together with a separate draft resolution. Other regional programmes such as APEID, have been introduced as part of the workplan without a separate resolution.

Similarly, it is suggested that the programme be introduced into the debate of the next Session of the Executive Board through a mention in the Director General's oral report, which may then be commented by members of the Board, but not as a special agenda item, unless it is otherwise suggested.

As a final conclusion, participants may wish to comment on how they see the programme contributing to the overall development of UNESCO's education programme and what specific contribution they feel Europe should make to advancing educational renewal and development throughout the world.

1.27 **European co-operation in education**

The General Conference,

Referring to 25 C/Resolutions 101 and 1.1, adopted at the conclusion of the consideration of the Draft Medium-Term Plan for 1990-1995 and of the Draft Programme and Budget for 1990-1991 in relation to Major Programme Area I, 'Education and the future',

Recalling the recommendations of the fourth Conference of Ministers of Education of the Member States of the Europe Region (MINEDEUROPE IV), and also the recommendations concerning education adopted by the tenth Regional Conference of National Commissions for Unesco of the Member States of the Europe Region,

Taking into account the concluding document of the Vienna Meeting of Representatives of the Participating States of the Conference on Security and Co-operation in Europe (CSCE) and also the outcome of the Paris Conference on the Human Dimension of the CSCE,

Expressing support for the idea of a common European home and for the positive role it plays in bringing about an awareness of the common features of nations' historic destinies, in overcoming disagreements by giving priority to shared human values and by reconciling interests, in strengthening security and trust and in arriving at a constructive consensus in working out the paths of sustained development,

Considering that the construction of a common European home is assisted by the development of international co-operation in education in the Europe region and that successes in this sphere can and should make a constructive contribution to providing a decent future for all nations,

Recommends that the Director-General:

(a) within the Organization's programme actions concerning education, pay due attention to the development of those institutions, procedures, structures and networks for co-operation in the Europe region which can appropriately be considered as parts of a common European home and in particular:

(i) study the practicalities of strengthening the European Centre for Higher Education (CEPES) and enlarging its intellectual potential;

(ii) develop the Programme of Co-operation in Research and Development for Educational Innovation in South and South-East Europe (CODIESEE), endowing it with a genuinely innovative character and extending it to interested Member States in other subregions of Europe;

(iii) consider the possibility of a European programme of co-operation in education, providing for the free exchange of pupils, teachers, experience, ideas and cultural values so that, depending on the conclusions arrived at, a programme of this kind could be implemented in future biennia;

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(b) provide for further measures in order to implement the recommendations of MINEDEUROPE IV, including:

(i) carrying out, in co-operation with Member States and with the assistance of consultative mechanisms, a feasibility study on the establishment of a university of the peoples of Europe;

(ii) developing links between subregional systems and programmes of co-operation in education which have emerged in Western and Eastern Europe, by initiating consultations with representatives of interested international non-governmental and governmental organizations so that, depending on their outcome, effective structures for co-operation could be established between those systems and programmes;

(iii) providing suitable assistance for joint research on education carried out by the National Commissions for Unesco of the Member States of the Europe region;

(c) pay due attention to linking co-operation in education in the Europe region with the development of co-operation in this region in other areas of the Organization's competence;

(d) ensure that the development of co-operation in the Europe region under the auspices of Unesco is open to all Member States and enhances the contribution of the Member States of the Europe region to the solution of world problems, particularly to overcoming underdevelopment and guaranteeing sustainable development.

Cooperation for the Renewal and Development of Education in Europe (CORDEE)
Explanatory comments

The acronym CORDEE standing for Cooperation for the Renewal and Development of Education in Europe is being proposed as the title of the programme. The following explains why these terms have been selected and what specific meaning is given to them in the context of the new programme.

(i) CO - a programme of cooperation

The major aim of the programme would be to stimulate reflection and support regional and subregional cooperative activities in Europe. Cooperation in this context means (a) cooperation between Eastern and Western as well as between Northern and Southern European countries. Special attention will be given to educational development in Southern, Central and Eastern European countries and (b) cooperation with other international, regional and subregional institutions and organizations, both intergovernmental and non-governmental with a view to establish new partnerships for education. In order to gradually overcome East-West antagonism activities for specific sub-regions such as the Balkan countries, the Mediterranean countries or the countries bordering the Baltic Sea are being included.

The programme would primarily aim at stimulating multilateral cooperative activities incorporating at least three parties from different European countries. National activities assisted by Unesco, as well as international or inter-regional activities in which European countries participate are also included in order to be open to specific needs of individual countries and to other regions. The term cooperation is to be understood in its original meaning, i.e. co-operation. This means that the programme will be as operational as possible and include concrete programme actions with agreed objectives and outputs.

(ii) R & D - a programme for renewal and development

For the last few decades the term R & D has been used to describe activities in the field of applied educational Research and Development which are generally carried out by R & D Centres, National Institutes for Education or other specialized institutions. The World Bank (IBRD) and the newly founded European Development Bank (BERD) are also using the letters R & D, but give a different meaning to them. In their acronyms, R & D stands for Reconstruction and Development. In the framework of the CORDEE programme, a third interpretation is being proposed similar to the two others, but introducing a new element: R & D should stand for Renewal and Development.

The dramatic changes going on in Europe require a fresh and broader look at the various problems in education. It seems, therefore, desirable that the scope of CORDEE should not be too narrow and limited to educational research and development only. Although based to a great extent in the field of educational research and development CORDEE should be more than a network of R & D centres. On the other hand, it is obvious that within Unesco's mandate and with the limited resources available it will not be possible nor desirable to launch a massive programme of reconstruction and development of education in Europe. The proposed term Renewal and Development is broad enough to include cooperation in the field of educational policy and planning as well as research, experimentation, training and the exchange of experience.

(iii) E - a programme in the field of education

In the context of this programme education is being conceived in the perspective of lifelong education including both formal and nonformal learning opportunities for young people and adults. Whilst giving priority to basic education and the development of education at the secondary level, the programme will not neglect technical and vocational education nor the continuing learning of adults. For pragmatic, rather than for conceptional reasons questions related to higher education will not be part of the programme but will be dealt with separately by the European Centre for Higher Education in Bucharest. Cooperation in higher education has been developed as a special priority in Unesco's education programme for the last two decades and will continue to receive high priority. It is felt that presenting higher education as one of the priority areas of CORDEE would weaken its position and visibility. It is understood, however, that close cooperation will be established between CEPES and the CORDEE programme

(iv) E - a programme for Europe

Among the relevant international organizations Unesco is the one which has adopted the broadest definition of Europe (Europe including North-America and Israel). Consequently a major objective of the programme will be to promote European cooperation in the largest sense, thus avoiding the risk of eurocentrism. Educational institutions and educators from all European countries, both Member States and non-Member States will be able to participate in the programme.

The programme also aims at reinforcing and systematizing the Organization's cooperation with other European agencies working in the field of education. Joint projects could be initiated wherever possible in order to increase their visibility and impact. From the outset inter-regional cooperation and coordinated European contributions towards international activities will be an inbuilt component of the programme.